

MAY 8 1952

ARKANSAS LIBRARIES



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the American Library Association
Annual Conference
June 29 - July 5
in New York City?

Vol. 8, Series II

April, 1952

Number 4

Issued Quarterly

ARKANSAS LIBRARY COMMISSION

In Co-operation With

ARKANSAS LIBRARY ASSOCIATION

UNIVERSITY OF MICHIGAN
GENERAL LIBRARY



Admission Tickets Commission Open House, March 29, 1952

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Vol. 8, Series II

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ORGANIZATION AND OPERATION OF THE BRANCH LIBRARY

By Hazel Deal¹

A branch library represents the county or regional library to the community in which it is located, and should at all times reflect the policy and standard of service adopted by the county or regional library board for the whole system. The local unit need not be a large one in order to achieve this goal. By careful planning and work, even the small branches can be developed into efficient service institutions.

In general the three usual requirements for a branch should be followed; that is, (1) a permanent book collection, (2) regular hours open, and (3) a paid custodian. But it is sometimes expedient to be elastic in the interpretation of what constitutes a branch. Some small communities could be well served with a station or deposit; but if the citizens will take more pride in the local library unit when it is called a branch, then by all means humor this attitude in order to gain local interest and support.

A permanent book collection may consist of a basic reference collection, which is permanent, and an adequate number of other books, which are not permanent but are changed at regular and frequent intervals. A certain quantity of books should be kept in the branch at all times; the number being determined by the population, the use of the branch, and the total number of books available in the county or regional library collection. Whenever the book stock will permit, a branch should be opened with at least one book per capita, and the number adjusted up or down according to the supply and demand. Duplicate copies of very popular titles should be provided, when the budget will allow, so that each branch—or at least the larger ones—

can have a copy while the book is new. When this is not possible, the new titles can be rotated to fill requests in chronological order.

It is important that the book collection be refreshed on a definite schedule. The same rules of exchange will not apply to every branch; and exceptions must be made to fit the branch, the patrons, and the mechanics of exchange. Transportation facilities must be taken into account in setting up a schedule of branch visits and book exchanges. As a general rule, fiction titles can remain about one year and non-fiction titles from two to three years. A group of the classics most often called for and a generous group of light romances and westerns should be kept in each branch at all times.

The county librarian should be given freedom to weed and organize any books owned by the branch. These books may be restricted to use in the branch, or may be given to the county or regional library for use throughout the area. If the gift is not a voluntary one, it is seldom wise to insist upon it, as it may create the feeling that the county or regional library is robbing the local community; and the books are usually too old and worn to be of much use in the county collection.

In the larger communities—5,000 and up—the hours open should equal, or may even exceed, those of the county or regional headquarters; but this is not possible or necessary in smaller towns. Small branches may be successfully operated on as few as two afternoons, or eight hours, per week.

The salaries of all custodians in the area should be at approximately the

¹Mrs. Deal is librarian of Washington County Library, Fayetteville, Arkansas.

same hourly rate, regardless of the size of the branches. At the present time, 75c per hour is the figure paid in many areas. When county or regional funds are not sufficient to provide this amount, efforts should be made to supplement it with local funds. The community can usually be persuaded to provide money for this purpose when it is clear that the county or regional budget is inadequate to keep the branch open enough hours for good service. The salary scale should be kept as nearly uniform as possible throughout the area.

The custodian of a branch needs much training and supervision to develop into an efficient staff member. The low salary seldom attracts a well qualified person; and every effort should be made to find someone with as much education as possible, some knowledge of books and of people, and with enthusiasm for the local library. The librarian will need to spend several consecutive library days with the new custodian, to acquaint her with the routines and duties of her job and with the county or regional library program. After that, the regular monthly visits for supervision and book exchange will keep the branch running smoothly. The schedule of visits will, of course, depend on the size and circulation of the branch, and on transportation facilities. The custodian should be urged to visit the headquarters, and to attend all meetings of branch custodians held in the county or regional area. Attendance at district and state meetings is both inspirational and informative. Whenever possible, the custodian should be encouraged to take undergraduate courses in library science such as those offered by several colleges and the University of Arkansas. No amount of training under the county librarian or attendance at meetings can do as much for the custodian as a few formal courses in library science.

The administration and support of the branch library follows these

broad lines: The county or regional library furnishes the book stock, the supervision and some money for the salary of the custodian. The local community furnishes quarters, equipment, utilities; and supplements the salary when that is necessary. It is desirable, when possible, to include an item in the local budget for periodicals, reference books, and any specific materials such as recordings.

It should be clearly understood from the start that the branch library is under the direct supervision of the county or regional librarian and board. The local board or committee can be a valuable asset in establishing and operating a successful branch, and they are entitled to a fair share in the planning and responsibility. They know the community, and can serve as publicity agents to a degree not possible to the county or regional librarian and board. They furnish quarters and equipment, and therefore should have the right to choose them. It is also their right to select the custodian, but only with the approval of the county or regional librarian. The custodian serves the local people and must be a person acceptable to them; but she must work with the librarian, and a large part, perhaps all, of her salary is paid by the county or regional board; so she must be acceptable to them, too. The local group should be consulted on the number of hours the branch is to be kept open, because it may be necessary for them to raise funds to pay the custodian for additional time.

The local groups should be respected and encouraged to participate in plans for the branch, and to see that it conforms to the county-wide or regional-wide library program. The librarian should meet with local groups as often as possible to keep in touch with their planning, to keep them informed on the progress of the county or regional program, and to give them state and national library news. If the librarian can sell the county or regional program to the

local group, she need not worry too much about its being sold in that community.

The selection of the local groups is made in various ways: appointment by the city council, election at town meetings, etc. When a county or regional library is established in an area where local libraries and library boards already exist, it may inherit boards with various methods of selection and with a wide variety of rules and regulations governing the operation of the local library. The established ways are hard to change; and when the local group has the confidence of the community and is willing to cooperate with the county or regional library program, it is best to accept them, regardless of their method of appointment, until the county or regional library is well established and has won the con-

fidence of the townspeople. Only when that has been accomplished can any needed adjustments be safely approached. But if the local board is not representative of the community and is not willing to cooperate with the area-wide program, the librarian and board should work for a change toward the basic plan adopted for use in the whole area. The county or regional librarian and board should set up rules and regulations that are fair and just to the whole system, and should strive to reconcile each local group to its part in the plan.

The branch library board and the custodian should realize from the start that the branch is an integral part of the county or regional library, and that it shares in the progress—or lack of it—enjoyed by the whole area.

SUGGESTED BASIC REFERENCE COLLECTION FOR A BRANCH LIBRARY

Adult Encyclopedia—The Britannica or the Americana	
Juvenile Encyclopedia—The World Book or Compton's	
Unabridged Dictionary	
World Almanac—latest edition	
Ailsopp—	
Folklore of Romantic Arkansas, 2v.—Grolier	8.50
Benet—	
Reader's encyclopedia of world literature and the arts—Crowell	6.00
Bible—	
Any good complete translation	
Bullfinch—	
Bullfinch's mythology—Crowell	3.50
Comstock—	
Handbook of nature study—Comstock	4.00
Cruden—	
Complete concordance—Warne	1.00
Davis—	
The Arkansas—Farrar	3.00
Dictionary of national biography, 1v.—Oxford	11.50

Dorland—	
American illustrated medical dictionary—Saunders	8.50
Douglas—	
American book of days—Wilson	6.00
Dyke—	
Automobile & gasoline engine encyclopedia—Goodheart	7.00
Evans—	
Costume book throughout the ages—Lippincott	4.00
Evans—	
How to make historic American Costumes—Barnes	5.00
Farmer—	
Boston Cooking School cook book—Little	3.00
Fletcher—	
Arkansas—University of N. C.	5.00
Frankel—	
Handbook of job facts—Science Research Associates	2.95
Gardner—	
Art through the ages—Harcourt	6.00
Goldstein—	
Art in everyday life—Macmillan	6.00
Harbin—	
Fun encyclopedia—Abingdon	3.00
Hegner—	
Parade of the animal kingdom—Macmillan	4.95
Hiscox—	
Henley's 20th century book of formulas—Henley	4.00
Kunitz—	
20th century authors—Wilson	8.50
Langer—	
Encyclopedia of world history—Houghton	7.50
Manly—	
Drake's encyclopedia of radio & electronics—Drake	6.00
Miller—	
Encyclopedia of Bible life—Harper	4.95
Post—	
Emily Post's book of etiquette—Funk	5.00
Rayburn—	
Ozark country—Duell	3.00
Robert—	
Robert's rules of order—Scott	2.50

Rockwell—	
10,000 garden questions answered—Doubleday	4.95
Schauffler—	
Days we celebrate, 4v.—Dodd	10.00
Scott—	
Scott's standard postage stamp catalog—Scott	7.00
Shankle—	
State names, flags, seals, etc.—Wilson	2.80
Smith—	
New dictionary of American politics—Barnes	3.25
Stevenson—	
Home book of modern verse—Holt	8.50
Stevenson—	
Home book of verse, 2v.—Holt	17.50
Taintor—	
Handbook of social correspondence—Macmillan	3.00
Taintor—Secretary's handbook—Macmillan	2.50
Thompson—	
International cyclopedia of music, etc.—Dodd	16.00
Van Doren—	
Anthology of world poetry—Harcourt	5.00
Webster—	
Webster's biographical dictionary—Merriam	8.50
Webster—	
Webster's geographical dictionary—Merriam	8.50
Writer's program—	
Arkansas state guide—Hastings	4.50

DISTRIBUTION OF BOOKS IN THIS LIST BY CLASSES
IN DEWEY DECIMAL SYSTEM

200's	3 books	700's	4 books
300's	9 books	800's	5 books
400's	1 book	900's	6 books
500's	2 books	Ark.	5 books
600's	7 books		

ELEMENTARY-SCHOOL LIBRARIES TODAY: AN OBJECTIVE REVIEW

By Mary Clifton¹

"It is doubtful if any other single publication offers as much to those who are interested in building better elementary-school libraries" as does the 30th Yearbook of the Department of Elementary School Principals. The fifty-one articles included are grouped in nine sections; each group deals with a topic considered essential in an effective library program. The articles written by superintendents, principals, librarians, classroom teachers, or specialists in children's literature give their particular experiences in stimulating library interest; in providing suitable quarters for the library; and in building, from small beginnings, a suitable collection of books and materials for library use. The necessity of having an alert staff and cooperative spirit in the selection, the organization, and the effective use of materials—in order to give the greatest service to the greatest number of readers—is also emphasized.

The ideas come from sixty-four people located in every section of the nation; thus we find a widespread sampling of opinions, practices and beliefs. Naturally many of the authors' views and processes are in agreement; but in some cases, they are in direct opposition to each other. This makes it necessary for the reader to select those practices suitable to his own school situation.

It was the purpose of the yearbook committee to exchange ideas and experiences, and not to set up a blueprint or guide for building a library program. However, the yearbook challenges the reader, and furnishes inspiration to those who are trying to solve problems or to keep pace

with the changing educational program that extends beyond the textbook and the classroom.

Since the development of centralized elementary libraries and materials centers is a growing movement, the book should be of interest to librarians, school executives, teachers in elementary school, and teachers in college. All of these groups should be conscious of the new trend which implies a changed plan of training for teachers and librarians; and of the new concept of instructional program building which makes the library an effective tool for faculty and administration to use toward the realization of the broad educational objectives of the school.

We quote from "The Action-Packed Library", by Roy E. Learned²:

"Personality is a prime factor in librarianship. Above all else, the elementary-school librarian must like children. A warm emotional climate must prevail, and a genial personal attitude should confront all children—the unskilled readers as well as the more able ones. The librarian who displays an indifferent attitude toward a boy who asks for information on underwater photography or box kites will wait a long time before she will have another chance to help him. On the other hand, to help a boy select the right kind of bait for a fishing trip always wins his confidence. To help thumb thru books on reptiles while a hard-to-classify pet is protruding from a boy's pocket requires fortitude, but wins lasting admiration.

"Some experts in the school-library field say the librarian is first a teacher, then a librarian; others say she

¹Miss Clifton is librarian at Senior High School Library, Hot Springs, Arkansas.

²Mr. Learned is principal, Mark Twain School, Sacramento, California. The article was published in *SCHOOL ACTIVITIES AND THE LIBRARY*. A. L. A., February, 1952. It originally appeared in the *N.E.A. JOURNAL* for October, 1951.

is first a librarian, but second a teacher. Actually, there is very little difference in the points of view. Almost all agree that the librarian is also a teacher, and an important teacher in her own right. Furthermore, for the other teachers, she is a teaching assistant extraordinary.

"The study also showed that children definitely prefer more recent books to older ones. Twenty-two of the first 27 most popular books were copyrighted after 1939; only three were published before 1900. What

Uncle John liked when he was a boy is of doubtful value in predicting what young Tommy, the fifth-grader of today, is likely to enjoy.

"As we look ahead, we see that the day of the passive library—the drab, cheerless, uninviting quiet-as-a-tomb place that limits itself to the mechanical process of handing out books and checking them in—is past. The day of the action-packed library—the place of purposeful activity where children work and enjoy themselves—is here."

Good Advice from LIBRARY JOURNAL

Do you receive LIBRARY JOURNAL in your library? The January 15, 1952, issue is devoted to "how to sell your library to your community". Have you read the articles? Have you tried any of the plans described in this issue? Let the Arkansas Library Commission know what you are doing to promote good public relations in your community. With the permission of the editor of LIBRARY JOURNAL, Helen E. Wessells, we are reprinting the editorial "Spend a Dime". Please try some of these suggestions in your library and let us know the outcome.

SPEND A DIME*

The gentle art of public relations is not a placid art. Librarians striving for better community relations discover this at an early stage. It is a question of using the obvious, recognizing the unique, and doing it all with verve and imagination.

Better relations for the library which has an attractive exterior, interesting exhibits, inviting windows, and good publicity is mainly a matter of always being ahead of the game. For the librarian who has to work with an old dingy building, with space problems, or with staff and public morale problems—created, of course, by an anonymous predecessor—the answer is not easy.

To tell the community, "This is your library", "These are your books", "We are here to aid you", seems simple.

But some people do not find it simple. . . . We do not advocate that you go as far as Aristophanes, who "collected audiences about him, and flourish'd, and exhibited and harangued". But there is sound sense in that technique. It leads to other methods.

Suppose you can't change the exterior of the building. Suppose you can't do over the interior. Spend a dime, spend a dollar. Get some paint and splash it around. Don't use a meek, unobtrusive color. Be bold—with taste—splash it on and keep it clean. You don't have to paint the whole place if you can afford only one quart of paint. You'll see what happens.

Cultivate your community. Know the talents and interests of old residents and of the newcomers. Get that retired advertising man to help with displays and publicity releases. Spend some dollars to get good books on color and display and printing. Spend some dimes and borrow them from your state agency.

There are exciting things to be done with plywood and steel. There are exciting things to be done with old shelves, plus paint. Collect ideas,

* LIBRARY JOURNAL, January 15, 1952, page 102.

use material on hand. Spend a dollar for plant or equipment.

Of course you can always use a coathanger and some tacks and spend hours gnashing your teeth over hand-lettering. Spend a dime or a dollar and get the sort of props which will be used again and again. Give a professional air to any display the library sponsors. Get the display experts of the better shops to advise you. They will enjoy being of service, if you don't impose.

Get some kind-hearted citizen to give you a find to use for your props. Spend a dime to get a dollar.

Spend a dime to give some extra service. Send out the books the in-

valid needs, or the business man. Don't charge postage. Charge it to a service which will bring returns to your library.

Spend a dime, spend a dollar, but above all spend yourself and your staff. You can't afford not to do that particular bit of spending. Show the people of your town that the library you have the pleasure and the fun of administering is a live place and that the staff is all for the town and its interests. An interest which is genuine, intelligent, and ahead of the game will bring the people to your library and will take the library to the people.

But don't be afraid to spend a dime, to spend a dollar!

D. C. NUMBERS ON L. C. CARDS

In the September, 1951, issue of "Cataloging Service Bulletin", the Processing Department of the Library of Congress included, on behalf of the A.L.A. Division of Cataloging and Classification, a comparison of the 14th and 15th editions of the Decimal Classification and a questionnaire concerning the use of the two editions. The results of the questionnaire show that the majority of subscribers desire the application of both the 14th and 15th editions to L. C. cards. Consequently, beginning the first of January, 1952, the Decimal Classification Section will assign numbers from both editions. If the numbers from the two editions are alike except in length, only the longer number will be given. If the numbers from the two editions differ other than in length, both will be given. In all cases, the number from the 15th edition will be starred.

Increased experience with the 15th edition may reveal the need of some changes in the interpretation of the numbers. Questions in regard to the Section's application of the Decimal Classification should be addressed to Miss Julia C. Pressey, Head, Decimal Classification Section, Subject Cataloging Division, Library of Congress,

Washington 25, D. C. It should be noted, however, that questions regarding the structure and development of the Decimal Classification should be addressed to the Director, Dewey Decimal Classification Editorial Office, in care of the Library of Congress. The Office represents the Lake Placid Club Education Foundation which has sole responsibility for editing and publishing the Decimal Classification.

Beginning with the January, 1952 issue, the Decimal Classification Section's quarterly publication, "Notes and Decisions on the application of the Decimal Classification" will start its third series, which will include additions and corrections to the 15th edition, as well as other notes relating to the application of both editions. While some of the notes and decisions in the first two series have been superseded, most of their content is still in force. Issues of "Notes and Decisions" from 1934 through 1948 may be purchased from the Card Division of the Library of Congress for \$3.45 a set; from 1949 to date, from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., at 30 cents per year. The price of a single issue is 10 cents.

OPEN HOUSE

The Arkansas Library Commission held open house for the administrators, teachers, and librarians who attended the Arkansas Education Association meeting Wednesday, Thursday and Friday, March 26-28, 1952. Exhibits of the books which are starred and double-starred in Standard Catalog for High School Libraries and the Children's Catalog were available for examination. Also on display were publishers' exhibits of new books.

The Arkansas Library Commission received about 150 guests who discussed their problems with the school library consultants present particularly for that purpose. Mrs. Ruth Dunaway, Miss Dorothy Fenton, Miss Marcella Grider, Mrs. Helen Kraftt, Mrs. Mabel Krick, Miss Constance Mitchell, Miss Myrtle Roush, Miss Gladys Sachse, county librarians and staff members acted as consultants.

AMERICAN LIBRARY ASSOCIATION CONFERENCE

The American Library Association will hold its 1952 Annual Conference, June 29-July 5, 1952, at the Waldorf-Astoria Hotel, New York.

Have you paid your dues as a member of the American Library Association? Do you plan to attend the conference? The hotels are already receiving reservations. The Waldorf and the Statler are official hotels, but the New York Convention and Visitors Bureau will assist librarians who wish to take rooms in smaller hotels. Make your reservation at once if you plan to attend. New York is always crowded.

The following are prices for travel from Little Rock to New York:

TRAIN

Coach fare (tax exempt)	\$65.91
Coach fare (with tax)	75.80
1st class (tax exempt)	93.53
Pullman 12.80 & 12.80	119.13
1st class (with tax)	107.56

Pullman 14.72 & 14.72 137.00

Traveling time:

31 hours, 25 minutes.

BUS

1st class (tax exempt)	\$45.65
1st class (with tax)	52.50

Traveling time: 43 hours.

AIRPLANE

1st class (tax exempt)	\$134.80
1st class (with tax)	155.02

Traveling time:

8 hours (5 flights daily)

If your library is paying your travel expenses, you may request a tax exempt ticket. Write the Arkansas Library Commission for tax exemption certificate to be used in applying for tax exempt ticket.

Read the March, 1952 A.L.A. BULLETIN and March, 1952 LIBRARY JOURNAL for information about the New York meeting. Make your plans now to attend.

WILSON CATALOGS

THE STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES, 1952 Edition, will be available in September. The price of this catalog is based on the high school enrollment.

CHILDREN'S CATALOG, 1951 Edition, is now available from the H. W. Wilson Co., 950 University Avenue, New York 52, N. Y. The price of the Children's Catalog for school use is based on population.

REGIONAL MEETINGS

The Arkansas Library Commission is planning a series of regional meetings for Arkansas librarians, trustees, and friends of the library. Mrs. F. R. Young and the Hot Spring County Library will be host to Congressional Districts IV and VI Tuesday, April 29, 1951, at Malvern. Mrs. F. L. Proctor and the Forrest City Public Library will be host to Congressional Districts I and II on Wednesday, April 30, at Forrest City. Mrs. Hazel Deal and the Washington

County Library will be host to Congressional Districts III and V on Friday, May 2, at Fayetteville. At each place, the meeting is scheduled to begin at 10:30 a. m. A luncheon will be served at 12:30 p. m., followed by an afternoon session. An interesting program is being planned for the series of meetings by Miss Lucille Slater, Miss Elizabeth Malone and Miss Marcella Grider and their committees.

AN OPEN LETTER TO ARKANSAS LIBRARIANS

Dear Librarians:

One of the principal objectives of the National Foundation for Infantile Paralysis is public education. Familiarizing the public with certain precautions has helped reduce the crippling effects of polio. You can be of great assistance in this program if during the month of May you will enclose in each volume issued from your library a copy of the Polio Pledge, a 4 x 9 fact sheet of do's and don'ts for polio season. Please notify

the Arkansas Library Commission, 506½ Center Street, Little Rock, Arkansas, as to the number of these sheets you will be able to distribute from your library or bookmobile during the month of May. My sincere thanks for your interest in the fight against Polio!

JEANE HUNDLEY

(Mrs. Louis K. Hundley)

Chairman of Women's Activities,
National Foundation for Infantile
Paralysis

GIRL SCOUTS CELEBRATE FORTIETH BIRTHDAY

The Girl Scouts of the U.S.A. are forty years old this year. As an anniversary activity, they have published **Citizens in Action—the Girl Scout Record, 1912-1947**.

History of Girl Scouting for thirty-five years, this book is expected to prove a valuable resource for Girl Scouts and others interested in the

beginnings and growth of the organization, as well as the Girl Scout program.

Arkansas librarians may secure copies free on request while they last. Write to Mrs. Alfred Wallace, Program Department, Girl Scouts of the U.S.A., 155 East 44th Street, New York 17, New York.

NEWS NOTES

WOODRUFF COUNTY has recently set up a County Filmstrip Library located in the county school supervisor's office. The collection includes 229 filmstrips and eight large records. Filmstrips are now available to the wing schools and the Negro schools of the county, and they are making use of them. However, many of the

schools are hampered in the use of this teaching aid because they do not own projectors themselves.

DALLAS COUNTY LIBRARY opened a branch at the Dallas County Training School for Negroes during the month of January, with Mrs. Vivian Scott, for five years sociology

and geography teacher at the training school, as custodian.

MISS VIVIAN MADDOX, librarian at Garland county library since 1949, resigned as of March 1 to accept a similar position at Springfield, Missouri.

COLUMBIA - LAFAYETTE REGIONAL LIBRARY formally opened branch libraries in Stamps and Lewisville with ceremonies at both libraries on February 12. Miss Florene Jordan of Magnolia is regional librarian, and Mrs. Jessie Hines is bookmobile librarian. Among the 150 guests who attended the openings were several out-of-town librarians.

MISS S. JANICE KEE, of A.L.A. headquarters in Chicago, spent the day in Little Rock on Wednesday, March 26, as special guest of the Arkansas Library Commission. At a luncheon given in her honor and attended by Little Rock librarians and trustees, Miss Kee spoke briefly of her experiences in the library field and of the duties of her new position as executive secretary of the Public Libraries Division, American Library Association. Miss Kee was en route to Arizona by way of Dallas.

SOUTHERN STATE COLLEGE, Magnolia, expects to have its new library building in service at the beginning of the 1952-53 school term, or soon afterward. Construction of the building began last fall and is scheduled for completion next September. Stack space in the new li-

brary will accommodate 60,000 volumes.

MISS ELSIE WEISENBERGER, formerly librarian at Oglesby Junior High School, Hope, Arkansas, is present librarian at North Little Rock Public Library. Miss Weisenberger assumed her duties in February.

Since January 2, MISS MYRTLE DEASON has been librarian with the Pharmacy School and the Graduate Center of the University of Arkansas. Miss Deason is responsible for the establishment of libraries for the two University branches located in Little Rock. She came to North Little Rock in January, 1946, to set up that city's first public library operation. Before coming to Arkansas, Miss Deason had been with the Illinois State Library as field visitor and head of the Circulation Records Department.

FOUR ARKANSAS LIBRARIANS attended the Midwinter meeting of the American Library Association in Chicago, January 29 - February 2. They were: Miss Constance Mitchell, librarian, Arkansas State Teachers College; Mrs. Karl Neal, acting executive secretary and librarian, Arkansas Library Commission; Mr. Marvin Miller, librarian, and Mr. J. C. Borden, head of Acquisitions department, General Library, University of Arkansas. Mrs. Neal was representative for Arkansas at the A.L.A. Council meetings.

MISS ALLIE WILSON, librarian, Henderson State Teachers College, was enrolled during the winter quarter at the University of Chicago.



